

# Current Status of the Resident Education Program and the Necessity of General Competency Curriculum in Korea

Hyeon Ju Kim<sup>1,2</sup>, Jung Sik Huh<sup>2,3</sup>

<sup>1</sup>Department of Family Medicine, Jeju National University Hospital,

<sup>2</sup>School of Medicine, Jeju National University

<sup>3</sup>Department of Urology, Jeju National University Hospital

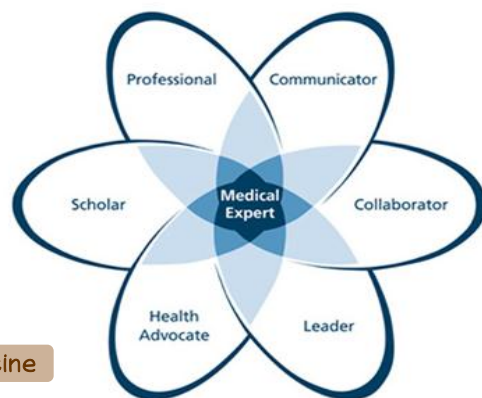
In order to adapt to the rapidly changing medical environment, it is important to advance not only the basic medical education in medical schools but also that of residents. The quality of the training environment and educational goals for resident must also be improved for specialists. Although each institute including internal medicine, general surgery, family medicine, etc., strives to standardize, sets educational goals, and develops content to train capable specialists, the education programs focus on special techniques and competency of medical care for patients. The training environment of each resident program is different in each trainee hospital, and hospitals are making an effort to set education goals for the residents and improve their education programs. In Korea, there is no common core education program for residents, while in the United States, the Accreditation Council for Graduate Medical Education is responsible for the development and evaluation of a standardized curriculum for residents, and in Canada, CanMEDs presents a basic curriculum to help residents develop competency. Fully capable specialists have more than just clinical competency; they also need a wide range of abilities including professionalism, leadership, communication, cooperation, in addition to taking part in continuous professional development/continuing medical education activities. We need to provide a core curriculum for residents to demonstrate attention to and knowledge about health problems of the community.

Table 1. Intern training goals and outline in Teju National University Hospital

Curriculum	Educational Objectives
Orientation for New Intern	<ul style="list-style-type: none"> <li>Identify desirable attitudes that a practitioner should have</li> <li>Basic knowledge and skills necessary for training</li> <li>Good relationship with medical co-workers</li> <li>Understanding and cooperating with the hospital operation</li> </ul>
Intern Regular Education	<ul style="list-style-type: none"> <li>Nurture medical professionals with high-quality medicine and virtue</li> <li>Acquisition for practical knowledge as a doctor</li> <li>Cultivation of basic skills necessary for medical practice</li> </ul>

Table 2. Educational Objectives of Training Courses in Family Medicine

Educational Objectives
1. Be competent to be the primary medical care provider to treat patients first
2. As a family doctor, be competent to provide comprehensive medical care continuously.
3. Be competent to perform psychosocial care based on behavioral medicine.
4. Be competent to perform disease prevention and health promotion.
5. Be competent to play a central role in community health care.
6. Be competent to appropriately refer patients and consult to each specialist,
7. Be qualified to actively participate in academic research and lifelong education.
8. Education about the management of the clinic
9. Cultivate the ethical values that must be understood in patient care and research, and have dignity as a medical professional.



CANMEDS

Figure 1. CanMEDs Framework

(<http://canmeds.royalcollege.ca/en/about/history>)

